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Handbook

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JUNIOR HIGH SCHOOL

HANDBOOK

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The Department of Education acknowledges with appreciation the contributions of the following committee members to the preparation of the HANDBOOK FOR THE JUNIOR HIGH SCHOOL. The bulletin has been revised by the Subcommittee on the Handbook for the Junior High School under the guidance of the Junior High School Curriculum Committee.

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JUNIOR HIGH SCHOOL HANDBOOK

CHAPTER I

History and Objectives of the Junior High School in Alberta Historical Background of the Junior High School

The origins of our junior high school are to be found in the United States at the beginning of the present century. At that time the plan of organization for public school systems, which consisted of eight years elementary school and four years high school, was being criticized by educators for its failure to meet the educational needs of young adolescents. The wide gap existing between the elementary school and the high school in curricula and methods was cited as a major cause for the heavy loss of students from school in their early teens. As a result of these criticisms widespread reorganization of the educational program was begun.

Of the many experimental changes tried, the one which met the widest acceptance was the 6-3-3 plan, six years of elementary school, three years of junior high school and three years of senior high school. The setting up of an intermediate unit between the elementary and high schools made possible the construction of a program more suited to the needs and interests of the twelve-to-sixteen-year-old youth, and therefore gave the school greater holding power over pupils of this age. Many other advantages were also noted. In the new intermediate unit, instruction could be differentiated more easily to meet the varying capabilities of students. The transition between the elementary and the senior grades could be bridged more successfully; and exploratory courses, educational guidance, and many needed features could be more effectively introduced. Thus the junior high school came into being and rapidly gained widespread acceptance in the United States and parts of Canada.

In 1934 and 1935, following the earlier lead of Vancouver and Winnipeg, several city schools in Alberta set up junior high school units. The following year the 6-3-3 plan of organization was recommended for Alberta schools. Many obstacles, such as inadequate building space and lack of specially-qualified teachers, prevented the rapid adoption of the junior high school throughout the province as a whole, but in the cities and larger towns the gradual extension of the 6-3-3 plan was made. More than twenty-five years' experience with the junior high school program has produced evidence of its soundness and effectiveness in Alberta's educational system. *not about research + experimentation*

The degree to which complete junior high school units can be set up in any district will be determined by many factors. The number of children to be served, the condition of the present school building, both elementary and secondary, the extent of present and future consolidation of school districts, and the interest of the public in educational needs will limit the expansion of the 6-3-3 organization and modify the type of program established.

The Place of the Junior High School in Alberta's Basic Educational Program

The basic educational program in Alberta provides for the educational needs and requirements of children and young people by means of elementary schools, junior high schools, and senior high schools. The functions of the junior high

school will be more clearly understood when viewed in relation to the work of each of the other schools, to the needs of youth, and to the objectives of secondary education. An analysis of these will make it possible to state clearly the specific aims and objectives of the junior high schools.

The Elementary School (Grades I-VI)

The elementary school program endeavors to meet the educational requirements of children approximately six to eleven years of age. It lays the basis for the fundamental skills and knowledge, as well as for the development of desirable understandings, attitudes, interests, and traits of character.

The Junior High School (Grades VII-IX)

The junior high school provides for the educational needs of the adolescent child. Lying as it does between the elementary and senior high school it must continue the development of the basic skills and learnings acquired in the elementary grades and at the same time broaden the experiences of the child in the mental, physical, social and aesthetic areas. The junior high school must provide the transition from the one-teacher situation of the elementary grades to the departmentalization of the senior high school. Through differentiated programs and other procedures it should meet the varied needs of its students and prepare them for senior high school.

The Senior High School (Grades X-XIII)

The junior and senior high school grades are closely related and are often known as the secondary school. Perhaps the chief difference between the programs of the junior and senior high school is the degree to which a student may specialize. The general education of the student is continued throughout the senior high school with added opportunity to specialize in the areas in which he displays ability and interest.

The general objectives of secondary education are based chiefly on the needs of young people. Accordingly, these objectives may best be determined by a careful study of basic needs.

The Nature of the Adolescent

The junior high school pupil is no longer a child yet he is not an adult. He has reached or will soon reach the period of adolescence with all its problems of growing up. In order to assist in the development process, the following observations should be of value to those who work with junior high school students:

1. Adolescents do not mature at a uniform rate. Generally, girls develop earlier and are more mature than boys, not only physically but in their interests. Within a sex there is a lack of uniformity in the development process. Also the different parts of an individual's body show uneven growth. To plan an academic program and to conduct extra-curricular activities that will meet the needs and hold the interests of those who are at different levels of maturity is a challenging problem for the junior high school.
2. A vital concern of the adolescent is that of being accepted by others of his own age. The gang or group is very important. Membership in such a group gives the feeling of belonging, of security, of self-confidence and of being like others. The standards and opinions of the group are of more importance to

the average adolescent than are those which adults would wish the individual to accept. Discipline is often a problem in the junior high schools because of this situation. The skilful teacher works with the group and not in opposition to it. The skilful teacher appreciates the importance of group loyalty and action, and frequently attempts to use it to the best advantage in the school situation.

3. Erratic behavior is a characteristic of the pre-adolescent and the adolescent. Today he may seem very responsible and capable but tomorrow exceedingly selfish. His moods may change quickly. Often they increase in intensity as the adolescent becomes older. He expects and wants help, yet resents being told what to do.
4. The adolescent is reaching toward adulthood; he wishes to assume the independence of adults. He feels an increasing need to make decisions and to assume responsibilities. In learning how to be responsible, he will react better to guidance than to domination. He should not be pushed too rapidly, but if responsibility is not offered him when he shows readiness for it, he may remain immature and continue to play the part of a child, irresponsible and self-centered.
5. Most junior high students are concerned about their status. They are interested in discovering their strengths and weaknesses, their interests and aptitudes. Many who seem to lose interest in their school work and do poorly because it has no real meaning for them at the moment, show surprising alertness and ability when they are given work relating to things that have value to them. Exploratory subjects, individual and group guidance will often release interests and energies which appeared to be dormant.
6. The average adolescent is an active person. Interest in team games is high. Schools should provide opportunities for their students to play together. There must be a variety of activities as interests and abilities vary widely. Some are awkward and self-conscious, some lack athletic skill and will want to withdraw from active games. However, all are in need of these activities which assist in their physical, social and emotional development.

Because of these unique and varied characteristics, the junior high school student is in need of teachers who understand his pattern of growth. They should provide opportunities to talk things over for he is often confused. He will appreciate those who guide and encourage him without condemning his failures. He needs sympathetic help to face many of the perplexing problems of growing up.

The Needs of Youth and the General Objectives of Secondary Education

Briefly summarized, the needs of youth include: good health, social acceptance, training for citizenship, consumer education, familiarity with the tools and methods of learning, an understanding of the physical environment, appreciation of family life, vocational competence, appreciation of cultural achievements, wise use of leisure time, ethical values in group living, and intelligent thought and expression.

Based on the needs of youth as outlined in the last paragraph, the general objectives of secondary education in junior and senior high schools are four in number. They are set forth in detail in the SENIOR HIGH SCHOOL HANDBOOK. Very briefly summarized, they are as follows:

Personal Development

Maximum personal development is to be attained through good physical and mental health; mastery of skills and subject matter, including the ability to think scientifically through problems relating to the subject matter of the curriculum and their applications to daily life, an appreciation of our cultural heritage; suitable recreational and leisure-time activities; development of character as indicated by sound habits of behavior and in social relationships; and an appreciation of the importance of religion in daily living.

Growth in Family Living

Growth in family living includes an appreciation of the importance in society of the home as a happy place, offering love and affection to all its members, as a democratic institution with members sharing rights and duties, and as a basis for sound moral and social growth.

Growth in Qualities of Good Citizenship

Growth in qualities of good citizenship may be fostered by an understanding of personal responsibilities in the school, community, province, nation and community of nations; an understanding of the historical background for present-day problems; training the pupils toward the attainment of consumer competence; the development of democratic behavior and of loyalty to democratic ideals.

Occupational Preparation

The school must provide the pupil with a reasonable appreciation of vocational opportunities, and of the type of training required for particular occupations. The school should help to develop in the student a willingness to study and to avail himself of guidance services.

Functions of the Junior High School

The foregoing sections have dealt with the historical background of the junior high school in Alberta, and with its relation to the elementary school and the senior high school. They have also indicated in general terms the close relationship between the objectives of all types of secondary education and the needs of youth. It remains to state more specifically the functions of the junior high school and to establish certain criteria for judging the success of a particular junior high school. It will be evident that the various factors requiring emphasis in a particular school system will determine the order of importance of the objectives listed below:

1. To provide a setting in which the adolescent is understood and which makes possible a smooth transition from the elementary to the senior high school.
2. To continue the training of the elementary school in basic skills and knowledge and to broaden this training to include more opportunities for students to think critically and to draw generalizations.
3. To provide for the mental, physical and aesthetic needs of students and to develop talents in these areas.
4. To provide opportunities for the development of acceptable social, moral and spiritual values.
5. To help pupils discover special interests and abilities that will enable them to set realistic educational and vocational goals.

CHAPTER II

The Junior High School Program General Principles of the Program

Objectives

In each subject general objectives are noted in the PROGRAM OF STUDIES while more detailed objectives are developed in the Curriculum Guide.

General Organization and Procedures

The term "curriculum" embraces all the means by which the school attempts to achieve its objectives. It includes not only the regular classroom subjects, but also the many extra-class activities, which lead to the realization of the broad educational aims in Chapter I.

The junior high school should provide for the gradual transition from the one-teacher situation of the elementary school to the multi-teacher departmentalization of the senior high school.

Classroom Practices

Classroom procedure should reflect the view that learning is an active process and should provide opportunities for as much pupil participation as possible. Extra-class, as well as class activities, should lead students to become active members of a democratic school community.

As wide use as possible should be made of the many varied sensory aids available, such as films, radio and television broadcasts, recordings and transcriptions.

Directed Study and Homework

Directed study and research under the supervision of the classroom teacher promotes pupil competence in subject areas. The principal should make sure that time-table periods make provision for directed study and research under teachers' supervision in each subject area. Educational authorities suggest that this directed study and research should take approximately one-fifth of the teaching period. However, while fast learners can complete much of their study in regular class hours, all pupils should do some homework regularly. Homework is of two types: the completion of daily classroom assignments and the review and practice of work already studied to develop mastery of facts and skills.

Most effective homework results if the tasks set are brief, clearly defined, specific follow-ups of classroom work, capable of being easily checked by the teacher and worthy of use as review or in future lessons. Homework for which reference materials are not readily available to the student should never be assigned.

It is suggested that a reasonably consistent policy regarding homework might be worked out in each area under the guidance of the superintendent.

Evaluation

There should be careful and continuous efforts to evaluate the work done in terms of the objectives, with stress on the changes in pupil behavior, as well as on the mastery of subject matter.

The general principles cited above will be interpreted in practice somewhat differently by individual schools and teachers, because of their particular situation. The large city school, the smaller town unit, and the ungraded rural classroom will approach the program with very different needs, resources and points of view, all of which will necessitate considerable divergence in their organization, methods and techniques. This is to be expected, and each teacher must make allowances for his or her local situation. **Only the ultimate goal remains constant — the maximum development of each individual for life in our democratic society.**

Classification of Subjects in the Program

The subjects for study in the junior high school fall into three categories:

a. Compulsory Subjects

The compulsory subjects are: Language, Literature, Social Studies, Mathematics, Science, Physical Education, Health and Guidance (Grade IX).

b. Exploratory Subjects

The exploratory subjects are: Art, Dramatics, Music, Home Economics, Industrial Arts, Community Economics, Agriculture, Oral French and Typewriting. These subjects are taken on an elective basis insofar as the resources of the school permit.

The chief purpose of the exploratory subjects in the junior high school program is to give every pupil an opportunity to explore his own growing interests and abilities in cultural and practical subjects other than those taken as compulsory. It is not intended, however, that experiences in these subjects should end in the mere satisfaction of the pupil's curiosity regarding the nature of the courses sampled. It is equally important that the interests of pupils be carefully cultivated and that special abilities, where they appear, be developed to the maximum.

c. Supplementary Subjects

The supplementary subjects are: Developmental Reading, and Guidance and Student Government in Grades VII and VIII. These subjects are to be offered in schools where staff and facilities permit. Details of the latter program are developed in the Curriculum Guide for Guidance and Student Government.

More and more educationists are coming to realize that all junior high school pupils should be provided with a reading program. Some of the underlying reasons for this are:

- (1) Reading is a highly complex skill. The junior high school must take responsibility for the development of the higher thought processes which the elementary school cannot attempt.
- (2) Each content subject presents reading problems specific to itself. Reading skills peculiar to each subject area in relation to the total reading program must be the responsibility of the subject matter teacher.
- (3) Individual differences in reading competence will always be evident.

N.B. Full details regarding the general objectives and content of the subjects listed above are to be found in the PROGRAM OF STUDIES and are developed further in the respective curriculum guides.

Regulations and Directions

The time schedule given below is based on the 40 period week, each period being of 37½ minutes duration. It may be desirable to work with longer periods up to 50 or even 60 minutes in length. If longer or shorter instruction periods are used principals are cautioned to make sure that the time allotment per subject in minutes per week falls within the limits set out below:

Compulsory Subjects	No. of periods per week	
	Min.	Max.
Literature -----	3	4
Physical Education -----	2	4
Mathematics -----	4	6
Science -----	4	6
Social Studies -----	5	7
Language -----	5	7
Health IX -----	1	2
Health VII, VIII -----	2	2
Guidance Grade IX -----	2	2
Exploratory Subjects		
Art -----	2	5
Dramatics -----	2	5
Music -----	2	5
Home Economics -----	2	5
Industrial Arts -----	2	5
Agriculture (Gr. IX only) -----	2	5
Community Economics -----	2	5
Oral French -----	2	5
Typewriting (Gr. IX only) -----	2	5
Supplementary Subjects		
Developmental Reading -----	1	4
Guidance and Student Government Grade VII, VIII -----	1	2

The “range” of time allotment shown in the preceding table is designed to allow sufficient flexibility in the program to adapt it to the needs, interests and abilities of students and teachers.

A. Exploratory Subjects

1. The minimum number of exploratory subjects taken in any one year shall be two, the maximum number three. During the junior high school period of three years it is generally desirable for each student to sample four exploratory subjects. However, circumstances in schools having fewer than three junior high school classrooms may make it necessary to offer only one exploratory subject in Grade VII or Grade VIII or both. Where such conditions exist in rural schools the superintendent may authorize a minimum of one exploratory course.
2. The content of the Exploratory Courses may, as far as is feasible, be adapted to the interests of the pupils, the needs of the community and the special abilities of the teacher. Any major departures from the content set forth in the PROGRAM OF STUDIES, however, must be approved by the Superintendent of Schools.

3. It will be permissible to take two of the Exploratory subjects for a half year each in any school year provided the time requirements are met. For example, a Grade IX student could take three electives by taking Industrial Arts for the full year along with Art for the first half of the year and Music for the second half of the same school year. In this case the number of minutes devoted to Art during the half year must equal the number of minutes that would have been devoted to it had it been offered for the full year under the normal schedule; a similar requirement would apply to music.

4. The approval of the superintendent must be obtained before Oral French is offered as an Exploratory Subject.

5. In schools having fewer than three junior high school classrooms teachers may, with the superintendent's approval, offer one Exploratory Subject each year for Grades VII and VIII combined, and two for Grade IX.

B. Standing in Music

In every junior high school a special effort should be made by the teacher to determine what students, if any, are taking music by private study and possess certificates entitling them to standing in Grade IX Music. It will be permissible for a teacher or principal to exempt any or all of such students from one Grade IX Exploratory Subject in order that some relief may be extended to them to compensate for the several hours spent in private study each week in addition to their regular school work.

Certificates of the following examining boards, issued for the grade specified in each case, will be accepted by the Department of Education as the equivalent of full Grade IX standing in Music.

EXAMINING BOARDS	Junior High School Grade IX	
	Practical	Theory
Western Board of Music	Grade V	Theory II
University of Toronto Toronto Conservatory	Grade V	Theory I
McGill Conservatorium	Grade VI	Theory VII
Associated Board of Royal Schools	Grade IV	Theory II

For a more comprehensive statement regarding music, see the SENIOR HIGH SCHOOL HANDBOOK.

C. Promotions and Examinations

1. Promotion from Grade VII to Grade VIII and from Grade VIII to Grade IX will be determined by the school or local administrations.

2. The Department of Education will determine promotion to the senior high school and for this purpose will conduct annual Grade IX examinations. The

High School Entrance Examinations Board, in recommending for promotion, will consider in addition to the Grade IX examination results the candidate's record as a whole, with due regard for (1) his standing in the Exploratory Subjects, (2) other data reported on the Record Card, and (3) the Principal's Confidential Report.

3. Candidates will not be permitted to write on part of the Grade IX examination; nor will they be given credit in separate subjects of the examinations. They may, of course, take more than one year to complete the Grade IX program, but they must take the written examination as a whole, and at the time they take the examination they must have completed the requirements in at least two exploratory subjects.

4. General gradings H (Honors), P (Pass), F (Failure), will be assigned to Grade IX students and letter gradings will be given in individual subjects. These letter gradings will correspond to the range of scores on a scale of 0-100 as shown in the following table:

Letter Gradings	Range of Scale
H	80-100
A	65- 79
B	50- 64
C	40- 49
D	0- 39

5. No student under 20 years of age will be permitted to take instruction in senior high school subjects until he has completed the junior high school program and has been promoted to the senior high school.

6. Forms for the registration of Grade IX students will be distributed by the Department of Education in the fall of each year. Instruction and materials for the submission of gradings by the principal will be supplied prior to the June examinations.

CHAPTER III

Relationship of Guidance to the Junior High School Program

Guidance is designed to assist children to understand and to accept themselves and, on the basis of that understanding and acceptance, to plan their lives intelligently and independently and to make wise choices among the various courses of action open to them. Though this assistance will be concerned to a large extent with obtaining a satisfactory solution to educational problems it should encourage proper appreciation of the need for good physical, emotional, moral and social growth.

The junior high school must concern itself with the solution of problems that children in their early adolescent years encounter. With proper appreciation by teachers of students' needs the school should be able to provide the kind of guidance that encourages sound growth.

Objectives of a Guidance Program

The junior high school, in attempting to meet specific needs of children, should state its objectives as simply as possible. An examination of the objectives laid down in the SENIOR HIGH SCHOOL HANDBOOK suggests the following special applications:

(1) To assist pupils entering the junior high school to become adjusted to their new school situation.

The transition from elementary to junior high school may present considerable difficulty to children since their previous school experience has been concerned with group work in the enterprise. They are now facing a more or less departmentalized type of instruction in which subject fields are to a large extent separate and distinct. Attention must be paid to satisfactory orientation to the different types of school situations. Though provision for this is made in the Guidance elective courses, all teachers should be aware of the part they can play in helping to make this orientation phase a worthwhile experience for the student.

(2) To assist pupils in planning their program for both the junior and senior high schools

Students are required to study a basic core of subjects in both the junior and senior high schools. However, they round out their programs with exploratory and elective subjects. By means of group guidance and individual interviews students should be encouraged to plan their programs in terms of their interests and abilities with due attention to the possible use that they expect to make of their training. The Guidance course provides the opportunity for group guidance; individual teachers can assist through recognition of special needs that particular students demonstrate.

(3) To assist pupils in achieving school success

The thoughtful teacher is always aware of the effects that success or failure may have upon the developing personality of the student. Proper observation of sound mental health rules and maintenance of a classroom atmosphere that is in agreement with these principles will do much to prevent a situation developing that is not conducive to good growth. Awareness of subject difficulties should be recognized as early as possible and steps taken to assist the student in overcoming the difficulties in so far as time and circumstances permit.

(4) To assist pupils in the solution of personal, social and emotional problems

The child may face difficulties in his personal and social relationships which produce emotional crises. An appreciation of the needs of the individual student is important. Children must possess a feeling of security within themselves which is often gained by satisfactory achievement. Should the school fail to recognize these needs and by harsh criticism or the dubious weapons of sarcasm, ridicule, shaming, or belittling, injure the student's self-respect, little in the way of sound growth can result. Therefore, the teacher should be prepared to assist students in arriving at a satisfactory solution of particular problems which they may be facing. When difficult problems involving emotions arise, the teacher should keep in mind the limitations of his training and experience.

(5) To assist teachers in planning individualized instruction

This is an application of objective 3 above, which seeks to point out the need for providing individualized instruction in so far as it is possible in the school situation. Size of classes and the variety of abilities present a real problem in providing for such instruction. However, if the teacher is aware of its desirability and is willing to devote the time needed the opportunity will often present itself.

(6) To provide necessary guidance in their school work and in considering possible career choice to pupils entering the senior high school

Individual and group guidance through such media as Guidance courses, interest groups and counselling periods will provide the opportunity for adequate preplanning of courses for further training at the senior high school level and beyond. Selected standardized tests can help to point out the direction that a student's interests might take. For example, interest inventories provide useful information; the limitations of such tests should, however, be recognized. In some school systems a fairly comprehensive list of scores is available for the direction of the teacher and counsellor. When these are used with discretion the student can be assisted to make a reasonably wise choice of subsequent courses. Care should be taken to avoid too much in the way of prescription and regulation. If the student is prepared to accept the challenge presented by his school subjects and to produce work that is up to his capacity, as much freedom of selection as possible should be permitted.

(7) To provide information for vocational guidance and placement

This objective is of major significance to those students who will not likely be continuing in school after Grade IX. At the same time, those who are continuing in school will be giving thought to their future careers. Provision is, therefore, made in the Guidance courses at different grade levels for the introduction of material dealing with the occupational world. Since this is discussed in the group the school should arrange some means for gathering current information about the world of work and trends in employment. All junior high schools should develop a library of occupational information from material available from many sources. The Department of Education will furnish any school with a copy of the bulletin, HOW TO BUILD AN OCCUPATIONAL INFORMATION LIBRARY. This contains suggestions as to means by which such a library can be started. Junior high schools will be placed on the monthly mailing list upon request and thus receive current information about employment trends. This aspect of guidance must be kept in proper perspective.

Responsibility and Guidance

Parents and Other Relatives

The home should exercise the greatest amount of influence upon the development of the child; the school must always recognize that close cooperation with the home is highly desirable. Certainly every care must be taken to see that undue pressures are not brought to bear upon the child because the aims of the school and the home come into conflict. In many school classes, the children come from homes which vary widely not only as to social and economic status, but also as to rules which govern the actions of the members of the family. Therefore, the teacher, the counsellor and other school officials will need to exercise sound judgment in offering guidance to the child. The school should endeavour to work closely with the home in helping the student to solve problems which he encounters in his school experience.

The Home Room Teacher

The home room teacher occupies a strategic position with respect to guidance through daily contact with pupils. Class activities offer an excellent medium for assisting pupils to discover their assets. Furthermore, the home room teacher is sponsor of many extra-class activities which offer training and exploratory opportunities for pupils. Daily observation permits him to study the attitudes and special abilities that each individual possesses. For assistance with his problems, the pupil frequently calls upon the teacher. By his manner and attitude, the teacher can develop a classroom atmosphere that aids pupils in their general academic and social growth.

Home room teachers should accept responsibility for assisting in the gathering and assembling of information to be placed in the school records. They should encourage students to appreciate the vocational implications of the various subject fields and in so doing make clear to the students the advantages to be gained from successful accomplishment. The information that they give the students serves as a valuable adjunct to counselling. Incidental counselling by the home room teacher will help the students with many minor difficulties and free the school counsellor to assist students in resolving their more difficult problems.

Briefly, the home room teacher learns to know his pupils better than any other member of the staff. His cooperation and willingness to provide information are very valuable to both the principal and the counsellor.

The Principal

Sympathetic appreciation of the aims of the guidance program and willingness to cooperate in providing both time and opportunity are among the important contributions that can be made by the principal. His support and encouragement will do much to develop the kind of school atmosphere in which students can achieve to the fullest. Where a counsellor is available the principal should provide that counselling and other guidance activities are an integral part of the school program. These should be placed on the daily schedule in order to be carried successfully. Adequate office space, equipment and materials for the counsellor are essential.

The encouragement that the principal gives to the staff members in carrying out their respective guidance functions cannot be supplied by any other person in the school. Success or failure of guidance services can depend to a significant extent on the quality of leadership that principals are prepared to give.

The Counsellor and Other Specialists

Where the services of a counsellor are available the principal will rely to a large extent upon him for the success of the guidance services. The counsellor's ability to weave them into the total program of the school will materially affect the nature of the program. It must be appreciated that the guidance program, if separated from the school program as a whole, loses much of its value.

The counsellor must be prepared to give the kind of leadership that is necessary in encouraging other teachers to accept specific guidance responsibilities. He should appreciate the value of specialized training in assisting him to use guidance techniques and methods.

Other specialists who can assist in the development and extension of a guidance program are the officials of the guidance clinics, school psychologists, visiting teachers, the school nurse, medical authorities, and social workers.

The Teacher of Guidance

The teacher offering this course has the opportunity of assisting the child in finding the solution to problems he meets, more particularly those that can be considered as common to the group. Discussion of study methods, student government, club activities, need for career planning are some of the general areas on which the student should obtain information. The comments and observations made in class not only are of assistance to the teacher in understanding the needs of the students but also act as a sounding board of pupil opinion about school life in general. The alert administrator will consider this opinion as a means of assessing the effectiveness of his administration. In schools where counselling is provided, there should be close liaison between teachers and counsellors but more especially with teachers of Guidance. The counsellor might very well serve as chairman of a committee of such teachers to assist them in planning and organizing the approach to the course and more particularly to those topics which are of a group guidance nature.

Guidance Methods and Instruments

The Interview

The interview varies with the situation. Teachers and pupils often discuss problems together in either an incidental manner or for a specific purpose. Such interviews must not, however, be confused with the more formalized type conducted by a person specifically trained in proper techniques.

A trained person, such as a counsellor, must attempt in the interview to gain the confidence and goodwill of the student in order to obtain information with reasonable accuracy; to interpret what is learned about the student from himself and other sources; and to give helpful guidance with the likelihood of acceptance and application. Further information about the interview may be obtained from any standard reference book on guidance.

Report Cards

One use that should be made of the information the school obtains on the progress of students is in the preparation of periodical reports to parents. Common practice suggests that these should be issued four times during the school year. They provide the opportunity for teacher and student to discuss generally the nature of the progress that the pupil is achieving and can be used constructively to examine reasons for lack of progress and the methods by which present difficulties can be lessened. They also serve to increase understanding between teachers and parents.

Some school systems are supplementing and to a certain extent replacing report cards by teacher-parent conferences at which the child's progress is discussed in terms of academic capacity and general adaptability to the school situation.

The Cumulative Record

There is no limit to the kinds and amount of information about individual pupils that may be useful for effective guidance. A cumulative type of record now in general use throughout the province should include constructive information about the child's development from Grade I to Grade XII. Such a record is of value in guidance when made available to teachers, counsellors and other school personnel. It is very important that the teacher, particularly the home room teacher, make use of the cumulative record early in the term to gain knowledge of his pupils and to develop understanding of their needs, abilities and backgrounds.

It cannot be too strongly emphasized that the information on the cumulative record is to be considered **confidential**, and is to be gathered in an unobtrusive manner which could not possibly embarrass the pupil. The data on each pupil should be collected individually through private interview or by the completion of an information blank. Particular care should be observed in the handling of such information as racial extraction or nationality. Intelligence level and other ability ratings should also be used carefully. The whole purpose of cumulative records can be defeated if discretion is not observed.

The tendency to keep these records in the office of the principal or counsellor is satisfactory providing that the teacher has access to them. In some schools a summary of significant pupil data is given to teachers for all pupils in their classes, with the suggestion that they consult the office records frequently for further information. Another plan is to place either duplicates or summaries of these records in the teacher's room where they are readily available to staff members. A handbook prepared by the Department of Education is available to assist in understanding the cumulative record and its uses.

Tests and Profiles

The school is interested in gathering statistical information about the child so that it can aid him in meeting his difficulties. Educational authorities have developed standardized tests for the purpose of obtaining such information and have attempted to make such tests valid and reliable. However, there is sometimes a tendency to place too great a predictive value upon results, and care should be taken to see that their limitations are recognized. Tests can be and are very helpful, providing other pertinent factors are considered.

A few suggestions upon which to build a testing program are offered below:

1. Tests should supplement other available data about the pupil. As suggested earlier, the test results are but one of the factors that must be considered in attempting to evaluate the pupil and his progress.
2. Cooperative planning is essential. The entire program should be based upon the results of study to determine the need for information and should include how to use test results in attacking instructional and guidance problems. Therefore, pupils should be included in the planning, the better to ensure their full cooperation. They should understand the purpose for which tests are given so as to effect adequate motivation.

3. Long-range planning is necessary. Such a program should encourage the gathering over a period of years of test evidence for each pupil. As changes take place in the educational environment the needs of the pupils change. The recording of the information and data must be systematically planned and the results put to use.
4. The program must be practicable. It should endeavor to meet the needs of the local school situation and should consider the clerical work involved in scoring tests and recording results and the amount of time required from the regular school schedule. It is recommended that competent authority be consulted in order to avoid undue expenditure.
5. Professional training is basic to effective operation of a testing program. Schools and staff with little experience in standardized testing should start with a modest program involving one or two types of tests. They should never be so busy giving tests and recording results that they cannot find time to put the results to use.

A testing program ordinarily includes tests of three general types:

1. Group intelligence tests or tests of scholastic aptitude.
2. Tests of reading ability.
3. Tests of achievement in the subjects commonly included in the academic curriculum.

In recording data it might be well to place the results on a test profile which shows the percentile rating of the individual student in each test. The completed profile should be placed in the cumulative record of the individual student for later reference and use.

The publication, **TESTING IN SCHOOLS**, is available from the Department of Education for use by teachers and counsellors.

Special Note

1. The introduction of a guidance program into the school will probably enjoy a measure of success in direct proportion to the degree of involvement of the entire staff.
2. The day by day effort of the classroom teacher will be basic to the success or failure of guidance in the school.
3. The professional psychologist and psychiatrist have had special training. Teachers should not try to replace them. Unless there is sufficient evidence coupled with carefully considered opinions by such specially trained people, teachers should avoid making sweeping statements about a student's personality.

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